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ABSTRACT

These workshop materials provide 26 free time learning activities that may be used by counselors and teachers in career education programming for elementary school students. It is suggested that teachers identify their students' preferred activities (i.e. coloring, giving talks, making puppets) and then assess the list of career learning activities for items which match students' preferences. Career activities can be substituted for students' preferred activities. Preferential career activities then can be used as rewards for completing academic tasks. Descriptions of the career activities are given along with a statement of the educational objective which the activity may help realize. (Author/RH)

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PREFERENTIAL CAREER ACTIVITIES FOR ELEMENTARY CHILDREN

A WORKSHOP PRESENTED TO THE FLORIDA PERSONNEL AND GUIDANCE ASSOCIATION, ORLANDO, NOVEMBER, 1978

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ABSTRACT

Elementary students can be stimulated to utilize free time situations constructively in elementary career education. Career education involves learning activities which give students information. The basic idea is to carry out academic tasks (e.g. reading, language, mathematics), then the student will be rewarded by a preferential career education activity. The implementation of this concept, based on the Premack principle, provides the teacher and counselor with a new and valuable method for enabling students to be more knowledgeable about self and occupational characteristics. This paper suggests a variety of stimulating free time learning activities that may be used in career education programming.

Background of Career Education:

A major movement in education toward career education began in the early 1970's under the leadership of former U.S. Commissioner Marland. The following factors had an important influence in this trend:

1. the societal as well as economic problems of the 60's,
2. the "future shock" phenomenon of problems arising from rate of change,
3. individuals were making career changes from 8 to 12 times during their lives (as opposed to a single, life-long occupation),
4. many highly specialized jobs were requiring new training or retraining,
5. the dramatic increase of women in the workforce,
6. an increase in youth unemployment resulting from school dropouts as well as lacking marketable skills.

In the early 1970's, a survey concluded that 71 per cent of the 18 years or older individuals surveyed had never been exposed to a single career-oriented course. One of the purposes of this paper is to provide elementary counselors and teachers with some activities related to student career development needs. In general terms, this paper (1) suggests some learning activities for elementary aged children, which (2) help counselors work with teachers in providing activities that help the child challenge and control his future career development.

Specifically, the goals that will result, we hope, from our program are the following:

1. developing a clearer, more positive understanding of self,
2. increasing students' decision-making and planning skills,
3. developing attitudes essential to success in both school and work, and
4. relating immediate experiences and decisions to career development.

Finally, a mid-70's Florida survey of 10,000 teachers, administrators, and principals revealed that more than 80 per cent felt that "instruction would be more effective if related to career activities." In addition, former U.S. Commissioner Marland has stated that "all education is career education, or should be." At this point, we shall present a rationale with specific goals for our preferential career activities.

Preferential Career Activities:

The utilization of preferential activities has a basis in science that has not been emphasized in Schools of Education. These preferential activities are based upon the old concept of "making learning fun" by creating activities that children enjoy doing (Hosie, 1973).

The concept of the Law of Effect stated that reinforcement was thought of as something either social or material. Taking a look at a reinterpretation of the Law of Effect,

David Premack (1959), an experimental psychologist, came up with a new thought--activity reinforcement. Simply, the Premack Principle states that of two activities, the one that is preferred will reinforce the less preferred activity. For example, John's teacher wants him to read a story: John enjoys drawing pictures; therefore, in order to get John to read the story (less preferred activity), he is allowed to draw a picture (more preferred activity) after he reads the story. In other words, the preferred activity reinforces the other, less preferred, activity.

Hosie, Gentile, and Carroll (1974) instituted a study to again test the Premack Principle with children and also assess its usefulness in actual classrooms by regular classroom teachers. Within this study similar procedures to the Premack experiment were utilized. Through observation, fifth and sixth grade S were classified as preferring to paint or model clay as an activity.

The results showed that a significant number of S would complete an arduous English assignment to engage in the activity they preferred. Not only was an additional validation of the principle provided with children but also students were shown how to complete a learning activity in order to participate in an activit easily furnishable within any school's environment. The power of preferential activities can be readily seen, for within this experiment S completed the English task during a free time

session in which other activities were available.

Hosie (1973) directly employed the constructive utilization of free time concept to career education practices. Reinforcement for describing and comparing occupations and teacher instruction on describing and comparing occupations were shown to significantly stimulate elementary S to utilize their free time in viewing occupational information. Fifth and sixth grade S were found to view a significantly greater number of occupational materials and for a greater amount of time than nontreatment control group S.

It has been shown that students will participate in an arduous learning activity to participate in an activity that has preferential value. It has also been shown that students can be easily stimulated to constructively utilize their free time in continuation or greater expansion of learning. Why not put both findings together: that is, construct learning activities from preferential activities to be utilized by students during their free time?

After students had been observed as either preferring to paint or to use clay, they were placed in one of the following groups:

PAINT (Preferred)		CLAY (Preferred)	
1/2 if read, could paint	1/2 if read, could use clay	1/2 if read, could use clay	1/2 if read, could paint

In other words, only one half of the students who preferred painting were allowed to paint after doing their reading.

Conversely, only one half of the students who preferred using clay were allowed to use clay after doing their reading. The specific results were as follows:

95%	Clay-Clay	Completed tasks
5%	Clay-Paint	Completed tasks
100%	Paint-Paint	Completed tasks
10%	Paint-Clay	Completed tasks

Preferential Career Activities in the Classroom:

Career education involves learning activities that give children information. The basic idea is to carry out academic tasks (e.g. reading, language, mathematics) then the student is rewarded by a preferential career education activity. Learning is rewarded by a preferred career activity and learning is enhanced (Premack, 1971).

At this point, we would like to identify some preferred activities that elementary school students enjoy.

INSERT 1 (TRANSPARENCY)

After studying children working with 18 activities, it is necessary to determine which activities children like to do.

The teacher must determine which career activities (games) to include as the students' preferential activities.

When career education was first implemented, there was a great deal of teacher resistance. Teachers viewed career education as one more unit being forced upon them. However, these career activities, can be fun, successful and creative learning situations.

INSERT 2

Career activity #1 has been broken down into the following categories:

1. Career Objective
2. Activity
3. Preferential Activities
4. Alternative Activities
5. Interelationship with Learning Activities
6. Reinforcement

The remainder of this paper will discuss the activity description for 26 various preferential career activities for elementary school children.

INSERT 3 (pp. 1-10)

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PREFERENTIAL [illegible]

of ELEMENTARY CHILDREN

1. Coloring
2. Working with clay
3. Cutting
4. Pasting
5. Painting
6. Drawing
7. Drawing on chalkboard
8. Dramatizing
9. Giving talks
10. Making puppets
11. Working mechanical apparatus
12. Tracing
13. Watching slides or movies (visual stimulation)
14. Reading library books
15. Listening to records (auditory stimulation)
16. Constructing a project
17. Gaming (winning)
18. Interaction (working together or talking)

INSERT 2

CAREER ACTIVITY #1.

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Career Objective

Student acquires vocabulary and knowledge of facts for distinguishing among occupations.

Activity

Two decks of cards are constructed. One deck of cards represents workers, dressed in their occupational costume for identification. The second deck of cards contains representations of tools or instruments utilized by these workers.

The card decks are shuffled and the dealer distributes seven cards in series to each child. The object of the game is to match pictures of the tools they utilize. Remaining cards are used for a draw to help match sets. As a card is drawn it may be kept or placed face up in a discard pile. If the drawn card is kept another card must be discarded. The next player may pick up the last card discarded or draw from the pile. The winner is determined by having three matching sets. The last card is used for a discard. If the entire deck is used before a winner is determined, the discard pile is shuffled, turned over, and used again.

Preferential Activities

Interaction (Working together or talking)

Visual stimulation

Gaming (to win)

Alternative Activities

The above constitutes matching the occupational person with an implement used in that occupation. Alternatives may include the following:

1. Using a number of single, duplicate or triplicate matches in various combinations to teach different concepts. (Cards may be made up picturing such things as the workers' environment and the institution in which he works.

2. Using word cards, depending on the student's capacity level, to create the inclusion of abilities, interests, values, and training of workers. (These inclusions can be geared to a specific level such as the subjects participate in a particular occupation in order to be competent.)

The card game can be changed within all of these areas to provide a winner by any multiple number of matches. Alternative concepts can also be taught within the game. This will depend upon how the cards are structured. These concepts include the following:

1. Different people work in the same environment.
2. Different people use the same tools.
3. Academic le rning is similar for different occupations.
4. There is both a similarity and divergence of interests and values in occupations.

Interelationship With Learning Activities

1. Classific tion and seriation skills.
2. Visual discrimination.
3. Interaction Skills (Working and playing together).
4. Increasing self direction.
5. Strengthening and introducing vocabulary.
6. Utilizing encoding and decoding skills with vocabulary cards.

Reinforcement

1. Winning
2. Verbal or material reinforcement for winner
3. Inclusion of other preferential activities after game completion.

INSERT 3 (pp. 1-10)

PREFERENTIAL ACTIVITIES FOR ELEMENTARY SCHOOL CHILDREN

1. Coloring
2. Working with clay
3. Cutting
4. Pasting
5. Painting
6. Drawing
7. Drawing on chalkboard
8. Dramatizing
9. Giving talks
10. Making puppets
11. Working mechanical apparatus
12. Tracing
13. Watching slides or movies (visual stimulation)
14. Reading library books
15. Listening to records (auditory stimulation)
16. Constructing a project
17. Gaming (winning)
18. Interaction (working together or talking)

PREFERENTIAL CAREER ACTIVITIES

1. Career Objective

Student acquires vocabulary and knowledge of facts for distinguishing among accupations.

Activity: Career Rummy

Two decks of cards are constructed. One deck of cards represents workers, dressed in their occupational costume for identification. The second deck of cards contains representations of tools or instruments utilized by these workers.

The card decks are shuffled and the dealer distributes seven cards in series to each child. The object of the game is to match pictures of the tools they utilize. Remaining cards are used for a draw to help match sets. As a card is drawn it may be kept or placed face up in a discard pile. If the drawn card is kept another card must be discarded. The next player may pick up the last card discarded or draw from the pile. The winner is determined by having three matching sets. The last card is used for a discard. If the entire deck is used before a winner is determined, the discard pile is shuffled, turned over, and used again.

2. Career Objective

Student views differences between occupations through identification of worker's uniform, tools, and environment.

Activity: Paper Dolls

The child chooses a paper doll figure to dress. From a set of construction paper clothing representing various school and community workers, the doll is appropriately dressed. An environment is drawn to place the doll in and tools, used within the occupation, are constructed. A story presented to other children, is told about the worker, his environment and the tools he uses. The story may also be written in booklet form. The child may also utilize the same procedure but with his own picture inserted into the face of the doll or he may draw his face onto the doll before continuing with the activity.

3. Career Objective

Students expand their awareness of occupations.

Activity: Career Puzzles

A picture is drawn by a child that depicts a worker, his environment, and the tools used in that job. The picture is then pasted on a piece of tagboard and cut into puzzle pieces. Other children then may put the puzzle together and guess the workers job.

4. Career Objective

The student gains an understanding of the worker in relationship to his environment and the tools used. With different workers, an understanding of similar skills are gained.

Activity: Look in the Box

A box is placed in the room with the following poem printed on top.

Look in the box and find a clue,
To help you decide what job you will do.
Draw a picture and let your classmates see,
The kind of worker your going to be!

From this box, the child will draw a represenation of a worker's tool and construct a picture using that tool. The picture may show the worker, the tool, and the worker's environment or different workers using the same tool.

5. Career Objective

Student's knowledge of the work world is expanded through listening.

Activity: Listen the the World of Work

One child or a group of children will listen to a series of recorded sounds (airport, train station, zoo, schoolroom). Sounds can be discussed and orally identified if a group is listening. Favorite sounds of workers can be visually represented by means of crayon pictures or painted pictures. Stories about the sounds and workers may also be written.

6. Career Objective

Student develops a greater understanding of distinguishing characteristics of different occupations.

Activity: I Am Thinking of an Occupation

One child from a group begins the game with, "I am thinking of a certain occupation." Other children may ask questions, in turn, that will help to determine what the occupation is. These questions must be asked so that a yes or no answer is given. If the answer is no, the next player will ask a question. If the answer is yes, that child asking the question continues with another question. Questions should be keyed to classifying the job into categories. A child may guess the actual job within his turn. If his guess is correct, he then has the chance to think of a job and begin the game again. If he is incorrect, he is out, and the game continues until someone correctly identifies the job.

7. Career Objective

Student better understands the jobcluster concept as to why certain jobs are within a cluster.

Activity: Job Clusters

The child chooses a portfolio of pictures to look at. The pictures are from magazines and show various types of people at work. These pictures are then placed in the correct pocket on a piece of large tagboard which contains several pockets. The pockets are captioned with:

1) people who keep us safe
2) people who keep us healthy
3) people who work in our school
4) people who build our homes
5) people who work in a factory

Categories will vary depending on the type of pictures used. The child classifies these pictures and puts them in the correct pocket. The child may then explain to a group of children why he has placed certain pictures in each category or choose one picture from a category and tell a story about that picture to his classmates.

8. Career Objective

Student increases in knowledge of distinguishing characteristics of occupations.

Activity: Who Am I?

Names of various occupations are put on tagboard squares. A string is attached so that a child may slip the card over his head with the name of an occupation hanging on his back. Each child is able to ask questions, in turn, about the occupational name he has on his back. The questions are asked to a leader and continue until one child is able to correctly guess the occupation that is on his card. The child who guesses correctly first becomes the new leader.

9. Career Objective

Student gains a greater understanding of personal characteristics and their relationship to employment satisfaction.

Activity: Choose A Job

The child reads the following poem:

John McHenry is sad and blue.
He isn't sure what he should do.
He would rather be outside all day,
Building a tree house where he can play.

He likes to make things out of wood.
He'd do this all day if only he could.
Would you like to help him decide what to be?
Choose a job for John and let us all see.

Cut out pictures to show
What John might want to do.
Write a story, make a drawing,
So he won't be blue.

From the poem, the child chooses an occupation that he believes would satisfy John's abilities and interests. The method used does not necessarily have to follow those suggested in the poem. The finished work may then be shown and the story read to the class. Children may also want to make up their own poems and have their classmates follow the same procedure.

10. Career Objective

Student has increased understanding of interrelationship of community and interrelationship of business occupations.

Activity: Our Town

Child chooses a place of business, within his town, that he has seen or visited. A building front is constructed, 10 to 15 inches high of stiff cardboard. The window sections of the building front are made over-sized. To complete the project the child must determine the different employees within that building, draw them, and place them in the oversize windows. Building fronts are then placed on a large rectangle of cardboard with rear supports to stand. A small town should now have been constructed. A list of outside occupations may be formulated and students will construct characters to be placed within the town. The town can now be used for lessons concerning interrelationship of occupations needed for the town to function. Process is continued with the construction of new buildings and employees as needed.'

11. Career Objective

Child identifies occupational types within a cluster.

Activity: Mobile

Child is given information concerning one or more job clusters with the different jobs within each cluster. Materials are provided for construction of occupational cluster mobile. Attached in some portion of the mobile is an identification card with portions of the mobile being made up of various workers, tools or pictures of the institutions. A variety of alternative combinations or single units may be used.

12. Career Objective

The student increases awareness of occupations.

Activity: Matching

Individual activity cards are made where the child matches workers and tools, workers and environments, workers and their names, or names of workers with job clusters. Yarn is used to match from one column to another.

13. Career Objective

The student becomes familiar with jobs within a cluster.

Activity: Hopscotch

A hopscotch is constructed on the floor listing different job clusters and one "bonus" card is taped inside each square of the hopscotch. A plastic disc is provided for throwing. A child throws his disc in the first square which names one cluster. If his disc lands in the first square, he names a job within that cluster. If he does, he throws to the next cluster, names a job, and continues. If he is unable to reach the correct square or incorrectly names a job, the second player begins. Duplicate jobs for each cluster can not be given and someone is appointed to record job names.

14. Career Objective

The student becomes familiar with jobs within a cluster.

Activity: Career Tree

Several tree limbs or branches are used with no leaves. On the base of the container holding the tree limb or branch will be written the name of a job cluster. The children will make leaves out of different colored construction paper (a pattern for the leaves can be used for tracing). On each leaf, the child will draw a picture or write a word relating to a particular job cluster. As the child completes a leaf he places it on the correct tree. At the end of a week, the leaves are counted that each child has placed on a tree. The child placing the most leaves correctly on the trees wins.

15. Career Objective

Students will acquire vocabulary, knowledge, and facts about various occupations.

Activity: What's My Line?

Different occupations are listed on a game wheel. The first child to play takes a spin and proceeds to act out the chosen occupation. The other children try to guess who he is. The

child guessing the correct name is able to spin next and then proceeds with his dramatization. Children, instead of acting out occupations, can also be asked questions about his occupation that require a yes or no answer. A format for questions could be made in advance for other players to use and also keep a tally.

16. Career Objective

Students will expand their knowledge concerning similiarities and differences among occupations.

Activity: Concentration

The game is based on the Concentration Game--12 numbered cards are placed over 6 character cards and 6 names cards. Students take turns answering questions from cards drawn at random. After a correct answer is given, the student selects 2 numbered cards. If the picture below the card matches the name below the card, those two parts of the puzzle are exposed. The object is to guess the occupation of the person pictured underneath. If the two top cards do not match, then they will be replaced, thereby testing the students memory.

17. Career Objective

The student will develop a readiness vocabulary and knowledge of identifiable vocational items workers use in their environment.

Activity: Alphabet Careers

A wheel is constructed with the letters of the alphabet placed around the wheel. Children spin the dial, land on a letter of the alphabet and must name an occupation beginning with that letter. Points are given for correct answers and a tally is kept. High point total wins.

18. Career Objective

Students will increase their awareness of occupations.

Activity: Career Twister

Using an old sheet, a nock twister game is constructed. Different workers, tools and objects related to the occupations are drawn onto the sheet with markers. Four to six players are around the sheet. The caller has a small stack of cards with the directions for the one playing the game. For example the caller calls out left foot on the picture of the nurse. If the player cannot follow the directions or some part of his body touches the surface of the sheet, they are eliminated and new players are added.

19. Career Objective

Students will increase vocabulary and awareness of occupations .

Activity: Find-A-Career

A sheet is prepared on which letters of the alphabet are written. At the bottom of the paper are names of 25 occupations. The students are to circle the names of these occupations hidden in the letters. The names are written horizontally, vertically, diagonally, and backwards. The first person to find all 25 occupations is the winner.

20. Career Objective

The student develops a vocabulary for careers available in the world of work.

Activity: Career Crossword Puzzle

Any number of students may participate in this game. A regular crossword puzzle has been constructed with across and down words depicting various occupations.

21. Career Objective

The student will acquire vocabulary and knowledge of facts for various occupations.

Activity: Splash-Down!

One to three students per splash-down card may play the game. The student races with himself or with others to match the 10 career cards with the definition card. A three minute timer is used. The first one to match his cards correctly in a three minute period is the winner.

22. Career Objective

The student will become knowledgeable of the variety of occupations found within a city.

Activity: City

A gameboard, made from a picture of a city with a road going through and around the city was made. Two students played against each other to see who would arrive at the finish line first. Another child acted as "Mayor" of the city and would be the authority on whether correct answers were given. To play the game, a child would throw one die. Six piles of cards, containing questions were used. If the die landed on 6, a card from pile 6 had to be chosen. Question difficulty ranged

from 1, easiest, to 6, hardest questions. If the player could answer the question correctly, he could move that number of spaces on the game board. If the question was answered incorrectly the turn was lost, and no move could be made. Questions concerned people who work in a city.

23. Career Objective

Student develops an increased awareness of occupations by answering questions.

Activity: Tic-Tac-Toe

A large game board was made and divided into nine sections. Two players are given large cards, one with X's and the other with O's. Questions or phrases about occupations were written on cards and placed in stacks in each section of the board. The player to go first picks a card from the top of a stack and reads the question. If the player answers correctly he may place his card with the X or O in that space. The other player may challenge an answer if he thinks it is incorrect. If the answer is incorrect and the challenger answers correctly, he will win the square. The first player to get three O's or three X's vertically, horizontally, or diagonally wins the game.

24. Awarness Objective

Student develops an awareness of self in relation to his environment.

Activity: The Me Book (K-3), Being Me (4-6)

The younger child constructs a booklet about himself. Snapshots, painted pictures, or crayon pictures show:

1) the child (self portrait)
2) family
3) neighborhood (house, street)
4) school
5) things the child likes to do
6) things the child dislikes to do
7) a picture of the child, grown, and doing a job

Sentences may be placed at the bottom of each picture describing the scene and a vocabulary envelope may be added (K-3).

The older child expresses personal feelings by writing, drawing, or pasting pictures within a booklet. Each page of the booklet contains statements or open-ended sentences which require a response. Examples include:

1) I like...
2) I dislike...
3) I would like to know why other people...
4) This is the way I feel a lot of times...

25. Awareness Objective

The student depicts feelings as they relate to differing situations.

Activity: Feeling Faces

A laminated piece of paper with four ovals drawn and numbered will be distributed to the children. The children listen to a story either told orally or taped with pauses within the story to ask how the main character feels at that point. The children respond by drawing in the appropriate oval the face representing that character's feeling at the time.

Story Example:

Today was a big day for David. This was his seventh birthday. His dad was going to take him to the pet store to pick out a puppy. (Pause and ask children to draw how David feels in the first square.) David went down to breakfast and found three presents by his plate. His mother had fixed his favorite breakfast. (Pause and have children draw a mood face in the second square.) David started to eat, but his throat began to hurt, and he felt hot. David's mother said, "David, you have a temperature. You'd better go right to bed." (Pause and have children draw a mood face in the third square.) David went to bed and fell asleep. A little later he woke up and found something warm and furry licking his face. At the end of his bed stood his dad. "Happy Birthday, David," he said. "Do you like your new puppy?" (Have children draw a mood face in the last square.)

26. Awareness Objective

Students are able to utilize a positive statement describing actions and attributes of others.

Activity: Happiness Box

A box is prepared with bright construction paper covering it and happy faces drawn all over the box. A handsized hole is cut in the top of the box. Children are given copies of sentences with subjects left out. Examples:

_____keeps a neat desk.
_____is very friendly.
_____has pretty hair.
_____can run fast on the playground.

Each child supplies the name of one of his classmates who best matches the statement. Each child's name in the room can only be used once and enough sentences are given so every child's name will be used. These strips are then cut and placed into the box. Strips are drawn by children and read aloud. The compliment strips are given to that child named to keep.